

MCS MYP Grade 8 Mathematics Subject Group Overview

Unit Name		Investigating Linear Expressions, Equations, and Inequalities in One Variable	Modeling Linear Relationships & Functions	Investigating Data & Statistical Reasoning	Real-Life Phenomena Explored Through Systems of Linear Equations	Irrationals, Integer Exponents and Scientific Notation	Exploring Geometric Relationships	Culminating Capstone Unit
Time Frame		6 Weeks	5 -6 Weeks	3 - 4 Weeks	6 -7 Weeks	5 -6 Weeks	3 -4 Weeks	2 - 3 Weeks
	Standards	8.PAR.3 8.MP. 1-8	8.PAR.4 8.FGR.5 8.MP.1-8 *7.PAR.4*	8.FGR.6 8.MP.1-8	8.FGR.7 8.MP.1-8	8.NR.1 8.NR.2 8.MP.1-8	8.GSR.8 8.MP.1-8	All course standards 8.MP.1-8
	Approaches To Learning Instructional Strategies	Need: Give and receive meaningful feedback Category: Thinking Cluster: Critical Thinking, Creative Thinking Skill Indicator: Analyzing and evaluating issues and ideas, and utilizing skills and knowledge in multiple contexts	Need: Draw reasonable conclusions and generalizations. Category: Thinking Cluster: Critical Thinking, Creative Thinking, Transfer Skill Indicator: Analyzing and evaluating issues and ideas utilizing skills and knowledge in multiple contexts, and generating novel ideas and considering new perspectives	Need: Give and receive meaningful feedback Category: Research Skills Cluster: Information literacy Skill Indicator: Finding, interpreting, judging, and creating information	Need: Give and receive meaningful feedback. Manage and resolve conflict and work collaboratively in teams. Category: Communication Skills Cluster: Communication Skill Indicator: Exchanging thoughts, messages and information effectively through interaction	Need: Give and receive meaningful feedback Category: Thinking Cluster: Critical Thinking Skill Indicator: Analyzing and evaluating issues and ideas, and utilizing skills and knowledge in multiple contexts	Need: Give and receive meaningful feedback Category: Research Skills Cluster: Information literacy Skill Indicator: Finding, interpreting, judging, and creating information	Need: Draw reasonable conclusions and generalizations. Category: Thinking Cluster: Critical Thinking, Creative Thinking, Transfer Skill Indicator: Analyzing and evaluating issues and ideas utilizing skills and knowledge in multiple contexts, and generating novel ideas and considering new perspectives
	Statement of Inquiry	Interpreting real-life scenarios will enhance our understanding of patterns.	Modeling the change in relationships can impact decision-making.	The choices we make affect our health and well-being.	Analyzing systems helps us make logical decisions.	Various numeric forms can be used to enhance our understanding of scientific principles.	People can explore relationships through measurement.	
	Global Context	Identities and Relationships	Globalization and sustainability	Identities and Relationships	Scientific and Technical Innovation	Scientific and Technical Innovation	Orientation in space and time	
	Key Concepts	Patterns	Relationships	Logic	Logic	Form	Relationships	

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	Related Concepts	Justification, Simplification	Measurement, Space	Generalization Model	Justification System	Justification, Simplification	Measurement, Space	
	Design Cycle Trans-disciplinary	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating
	MYP Assessments/ Performance Tasks	Unit 1 CFA Unit 1 SA Unit 1 ReTest Unit 1 MYP Project: Writing in Math - Design a Math App - Solving Equations and Inequalities MYP Assessment: Criteria A: Knowledge and Understanding Criteria B (Investigating Patterns)	Unit 2 CFA Unit 2 SA Unit 2 ReTest Unit 2 MYP Project: Family Reunion Catering Project <i>MYP Assessment:</i> Criteria A (Knowing and Understanding), Criteria B (Investigating Patterns), Criteria C (Communication), Criteria D (Applying Math to real-world context)	Unit 3 CFA Unit 3 SA Unit 3 ReTest Unit 3 MYP Project: Savvas Topic 4 Performance Task Form A pg. 1 only <i>MYP Assessment :</i> Criteria A (Knowing and Understanding), Criteria D (Applying Math to real-world context)	Unit 4 CFA Unit 4 SA Unit 4 ReTest Unit 4 MYP Project: Plan a City Project <i>MYP Assessment :</i> Criteria D (Applying Math to real-world context)	Unit 5 CFA Unit 5 SA Unit 5 ReTest Unit 5 MYP Project: Savvas Topic 1 Performance Task Form B. <i>MYP Assessment :</i> Criteria A (Knowing and Understanding), Criteria B (Investigating Patterns), Criteria C (Communication), Criteria D (Applying Math to real-world context)	Unit 6 CFA Unit 6 SA Unit 6 ReTest Unit 6 MYP Project: Pythagorean Theorem Fencing the Yard Project <i>MYP Assessment:</i> Criteria A (Knowing and Understanding)	Grade 8 EOG Unit 7 Capstone Project: Exploring Math with a Dodecahedron <i>MYP Assessment :</i> Criteria A (Knowing and Understanding), Criteria B (Investigating Patterns), Criteria C (Communication)
	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.						